

# NEW JERSEY

2000-2001  
Guidelines and  
Application



# BEST

# PRACTICES

**RECEIVED**  
NOV 27 2000  
HUDSON COUNTY  
Supt. OF SCHOOLS

**Deadline for Application to County Office:**  
**NOVEMBER 27, 2000**

The Best Practices application is a public document. The information that you provide will serve as the official record. Review the application prior to submission to ensure accuracy and adherence to the guidelines. Type or keyboard information requested on this page and page 2, if applicable.

Category	Gifted and Talented Program	(Application is limited to one category. See page 3 for details.)
Practice Name	MIAD Program Multiple Intelligence Arts Domain	
Number of Schools with Practice	1	(If more than one school or district, read and complete information on page 2.)

County	Hudson		
District (Proper Name)	Union City School District		
Address	3912 Bergen Turnpike		
	Street/P. O. Box	Union City	07087
	City		Zip Code
Telephone (201) 348-2701	Fax	Email	
Chief School Administrator	Mr. Thomas Highton		
Nominated School #1 (Proper Name)	Woodrow Wilson School		
Address	80 Hauxhurst Avenue		
	Street/P. O. Box		
	City	Weehawken	07087 Zip Code
Telephone (201) 348-2701	Fax	Email	
Principal	Mr. Ronald Treanor		
Program Developer(s)	Mr. Ronald Treanor and Staff		
Application Prepared By	Mr. Ronald Treanor		
Chief School Administrator's or Charter School Lead Person's Signature	<i>[Signature]</i>		

<b>FOR USE BY COUNTY SUPERINTENDENT OF SCHOOLS ONLY</b>	
Approved: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	County Superintendent's Signature <i>[Signature]</i>

**NEW JERSEY  
BEST PRACTICES  
2000-2001 APPLICATION**

**Application Requirements: Failure to comply with the procedures for submission of the application will result in the elimination of the application.**

1. **RESPONSES** to the information and the statements below must be **ANONYMOUS** and **ACCURATE**. No reference should be made to the names of the district, the school(s) or community. Use the words "the school" or "the schools" in referring to the applicant in responding to the statements
2. **USE ONLY THE SPACE PROVIDED ON THE APPLICATION FORM** on pages 1, 2 (if applicable), and 4. Do not include any additional materials, as they will not be reviewed in the selection process.
3. Application must be keyboarded on 8 1/2" x 11" white paper, portrait format. Twelve-point or larger computer font or fourteen-pitch or larger typewritten font must be used. (This sentence is in twelve-point Times New Roman.)
4. **KEYBOARDED RESPONSES** to all the statements below must be no more than a total of four pages. Keyboard and number the statement followed by the response. Format your response for accuracy and clarity.
5. The information on page 4 and the responses to statements must be copied on one side of the page. The information on pages 1 and 2 (if applicable) must be copied on one side of the page. Staple pages 1, 2 (if applicable), 4, and the keyboarded responses together, in that same order.
6. The original application must be signed by the district chief school administrator or charter school lead person, indicating his/her approval.
7. The original and seven copies of the application must be submitted to the county superintendent of schools by November 27, 2000, with the Itemized List of District Applications form. Keep the seven copies of each application together with the original containing the signature of the district chief school administrator or charter school lead person on the top of each set.

The following data is required to assist the panelists in the evaluation of the application:		
<b>Type of School</b>	<b>Grade Levels</b>	<b>Practice Name</b> MIAD Program
<input checked="" type="checkbox"/> Elementary School	1-8	<b>Multiple Intelligence Arts Domain</b>
<input type="checkbox"/> Middle School		Number of Schools with Practice _____
<input type="checkbox"/> Junior High School		Number of Districts with Practice _____
<input type="checkbox"/> High School		Location <input type="checkbox"/> Urban/City <input type="checkbox"/> Suburban With Urban Characteristics
<input type="checkbox"/> Other: _____		<input type="checkbox"/> Suburban <input type="checkbox"/> Small City/Town <input type="checkbox"/> Rural

Check the ONE CATEGORY into which the practice best fits.		
<input checked="" type="checkbox"/> Arts (Visual and Performing Arts)	<input type="checkbox"/> Educational Technology	<input type="checkbox"/> Safe Learning Environment
<input type="checkbox"/> Assessment/Evaluation	<input checked="" type="checkbox"/> Gifted and Talented Programs	<input type="checkbox"/> School-to-Careers/Workplace Readiness
<input type="checkbox"/> Bilingual Education and Diversity	<input type="checkbox"/> Health and Physical Education	<input type="checkbox"/> Science
<input type="checkbox"/> Citizenship/Character Education	<input type="checkbox"/> Language Arts Literacy	<input type="checkbox"/> Social Studies
<input type="checkbox"/> Early Childhood Education Programs	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Special Education
<input type="checkbox"/> Educational Support/Guidance and Counseling Programs	<input type="checkbox"/> Professional Development	<input type="checkbox"/> World Languages
	<input type="checkbox"/> Public Engagement	
	(family involvement and partnerships with business, community, school districts, and/or higher education)	

1. Describe the practice proposed for recognition, and list its objectives. Detail how the practice is innovative and how it promotes high student achievement.
2. List the specific *Core Curriculum Content Standards*, including the *Cross-Content Workplace Readiness Standards*,\* addressed by the practice and describe how the practice addresses those standard(s). Provide an example to substantiate your response.
3. Describe the educational needs of students that the practice addresses. Document the assessment measures used to determine the extent to which the objectives of the practice have been met. Provide assessments and data to show how the practice met these needs.
4. Describe how you would replicate the practice in another school and/or district.

\*The 1996 edition of the *Core Curriculum Content Standards* published by the New Jersey State Department of Education was disseminated to all districts and charter schools and is available on line through the department's web site at <http://www.state.nj.us/education>.  
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**1. Describe the practice proposed for recognition, and list its objectives. Detail how the practice is innovative, how it promotes high achievement.**

Our school (grades 1-8) specialization is **Arts Integration** across the curriculum. It specializes in the visual and performing arts, integrating visual arts, vocal music, instrumental music, dance and drama throughout the curriculum. Student involvement in the arts helps unlock the curiosity, energy and imagination of young people and teacher as well as builds basic academic skills.

The **MIAD**, ( Multiple Intelligences Arts Domains) component of our curriculum represents our innovative Best Practice. It was designed by our staff specifically to address the Core Curriculum and Workplace Readiness Standards and the seven multiple intelligences outlined by Howard Gardner. The design of the MIADs is research based, and provides for individual learning styles and sequential development in the arts. Twice a week, (120 minutes) on Tuesdays and Wednesdays, the afternoons are reserved for the presentation of the MIAD elective course strand. All students in grades 1-8 are enrolled in a MIAD course aligned to their level of proficiency and intelligence in their given discipline. Students in grades 6,7 and 8 who are identified as having specific academic and/or artistic talent, are provided an opportunity to participate in a "**Studio Course**" designed to maximize their potential. This studio course is designed to provide the instruction necessary to insure individual academic and artistic growth through on-going instruction in a prescribed art discipline (Dance, Music, Visual and Performing Arts). Students who participate in this strand are identified according to their level of proficiency in the discipline, and the MIAD is personalized to address their individual talent and skill level. Our goal is not merely to create artists, but to develop the natural artistic abilities of each child through the realization of their potential. It empowers our students to realize their maximum potential by providing them with choice in the selection of an alternative course of instruction. The MIAD electives are as wide in scope as are students' talents and interests. In the MIAD curriculum, students have opportunities to work with staff members in **private (mentorship) and small group lessons** and on **individual studies in the arts and academic areas**.

Our artist-in-residence program also provides a mentorship strand to our MIAD curriculum. Professional artists work in conjunction with our classroom teachers to expose students at an early age to the world of the professional artist. Outstanding abilities are realized through the interaction of the artist and the student in this specialized MIAD experience. The MIAD curriculum is process oriented and encourages the development of abstract thinking, sharpening of reasoning abilities, development in the arts, creative problem solving and higher levels of cognitive thinking (analysis, synthesis, and evaluation). All interpretive, creative, divergent, and inquiry skills are developed, as well as creative potential, within the context of particular subject areas and studio experiences.

We also offer an extended day MIAD for students, parents and community members through our Parent University Series. These special parent/child MIAD courses are offered on Saturday mornings and it allows parents and their children to share quality time together while developing talents and interests. This component of our MIAD program has been very successful. In many cases the child becomes the instructor and the parent learns the new skill. Professional artists from the community offer courses in Photography, painting, weaving and other disciplines. This parent university strand of the MIAD curriculum helps to strengthen the cultural fabric of our school.

**2. List the specific Core Curriculum Content Standards, including the Cross Content Workplace Readiness Standards addressed by the practice and describe how the practice addresses those standards. Provide an example to substantiate your response.**

We offer a differentiated curriculum which addresses the specific nature of our learning process, that is Integrated Arts. One of the major objectives of our school is to allow for on-going learning experiences tailored to students' interests and needs. These specialized programs, in combination with the core curriculum, focus on multiple outlets for students. Student success is built into our curriculum.

The school is committed to providing a program of educational experiences that offers opportunities for every child to realize his/her **maximum potential**. The school recognizes that children with multiple intelligences, special needs, extraordinary learning abilities and/or outstanding talents need to have a differentiated school program that is

based on the core curriculum and their unique developmental needs. Every student receives sequential instruction in music, art, dance and theater arts. In addition, the other subjects in the curriculum are infused with the arts. By creating an environment where children can challenge and motivate one another and realize their unique potentials through the implementation of a differentiated arts/academic curriculum (MIAD), students can experience the success of achievement. Our school addresses the core curriculum standards through instruction based on the general elementary curriculum, and the MIAD curriculum. Instruction in all areas is directed toward a greater depth of understanding (critical thinking skills) and individualized to the fullest extent possible. The Teacher's role is one of facilitator of knowledge.

The educational needs of the students are identified by the examination of Standardized Test Scores, Student Inventories, Teacher Check lists /Surveys, Student Interest Forms and Art/Academic specialists recommendations. The MIAD strand provides for the addressing and assessment of the students level of ability in the arts/academics areas of the curriculum. The classroom arts, from painting to poetry, from dancing to singing, from computer graphics to drawing, from playing piano and drums to composing on synthesizers, from writing dialogue to acting in plays, from architecture to sculpture, from photography to pottery are used to develop the thinking and imaginative abilities of students as they explore and learn about their world. Such a highly individualized program is especially important for addressing academically, creatively and special needs identified children who have diverse abilities. Moreover, the school incorporates professional artists and arts organizations including The New Jersey State Council on The Arts, Project Impact, The Metropolitan Opera, and The New York City Ballet to augment the teaching/learning program.

Through the MIAD curriculum, students attain new conceptual languages to organize and express their learning. Their interest and commitment to learning increases by association. They are immediately involved in the curriculum and their own learning activities and share their wealth of understanding in the form of student products and performances.

The Core Curriculum Standards and Cross-Content Standards are addressed by the teachers in all lessons. All lesson plans, plan books and MIAD syllabus entries must have the content standards listed and addressed in the lesson. Our MIAD strand is so broad in scope that it embraces all of the standards on a daily basis. The standards are an integral part of the learning process and are not addressed separately but are infused into our specialized MIAD curriculum.

The Cross-content and Workplace Readiness Standards and the Core Curriculum Standards are addressed as follows:

Workplace Readiness standards 1-2-3-4-5  
 Visual and Performing Arts:1.1,1.2,1.3,1.4,1.5,1.6  
 Physical Education:2.2,2.5,2.6  
 Language Arts:3.1.,3.2.,3.3, 3.4,3.5  
 Mathematics:4.1,4.2,4.3,4.4,4.7,4.9,4.11  
 Science:5.2,5.4  
 Social Studies:6.2

these standards are implemented in the following MIAD specialized classes : Computer Imaging, Photography, Set Design, Role Playing/Self Awareness,Weaving, Instrumental Band, Dance, Video Production, Aviation Science, Graphic Design, Rudimental Snare Drum, Tennis, School Journalism, Painting, Beginning Ballet, Dance/Creative Movement, Sing-Along, Theater Games/Drama, Storytelling, Beginning French, Tap, Monologues, Creative Math, Songwriting, and Actor's Studio.Standards

**3. Describe the educational needs of students that he practices addresses. Document the assessment measures used to determine the extent to which the objectives of the practice have been met. Provide assessments and data to show how the practice met these needs.**

Our school is engaged in an ongoing assessment study of the MIAD probing the relationship between arts in education programs and student achievement. Groups of students as well as individual students will be studied, compared with control groups, and assessed against national, state and local standards. Their work will be analyzed to determine how influential the curriculum and instructional modes at our school have been in determining their achievement in addressing the Core Curriculum Standards. Both

Qualitative and Quantitative data is being analyzed including standardized tests, attendance, deportmant, and drop out rates, as well as performance in authentic assessment tasks and portfolio reviews. Aspects of school climate are also being incorporated into this study and include the decision-making process, style of leadership, communication between and amongst colleagues and professional staff development and evaluation processes. The relationship between the school and parents will provide another index to the instructional program and teaching strategies within the school.

This comprehensive assessment process is the basis for measuring students performance as well as providing information for school planning and staff development. Teachers use the techniques of data collection, utilizing the strategies of performance assessment, to help drive the curriculum to include the standards. Teacher made rubricks and check lists are analized to provide valuabe information about the attainment of the Core and Cross content Workplace standards within the Miad curriculum. Students buy into the assessment process by reflecting upon their work and saving it in portfolios for further analysis. Student performance is measured by the process of collecting and analyzing information about growth in the academic and arts areas. Our process moves towards reflection and self-knowledge and directly towards the positive so that all our students understand their strengths. In this assessment process, Standardized test results, arts performance scales, parent survey questioner, holistic assessment, and portfolio assessment tools are utilized to measure student performance and growth.

The MIAD Program addresses individual needs and potential that nurtures the cognitive, affective and psychomotor domains of all of our students. Over the past two years, our students test results on the ESPA, GEPA & EWT have been among the highest in the State, as recorded below:

<b>ESPA</b>	<b>1999</b>	<b>2000</b>	<b>GEPA</b>	<b>1999</b>	<b>2000</b>
<b>Language Arts</b>	91.5	82.0		94.0	98.5
<b>Mathematics</b>	100.0	96.0		66.0	57.4
<b>Science</b>	100.0	98.0		-	86.8
<b>Grade 7/EWT</b>					
<b>Language Arts</b>	100.0	98.0	<b>Mathematics</b>	89	92
<b>Writing</b>	97.0	100			

This assessment process also enables staff to focus on areas of concern so that we can addresses the needs not only in our regular classrooms but also through our MIAD program.

Self-evaluation is one of the best ways to empower students, giving them ownership over their learning. Our students are given a clear picture of their successes and a realistic prescription for basic skill and arts performance improvement. This process is one of our greatest accomplishments. Students in our school have performed above the district and national norms for the California Achievement Test and our eighth graders have all scored above the state standards on the EWT.

Our school's vision is to identify, nurture and realize the academic and artistic potentials of all of our students in an educational climate of empathy and concern.

#### **4. Describe how you world replicate the practice in another school and/or district.**

The MIAD program can be adapted in other schools by have teachers complete a survey questionnaire in reference to their own talents in the academic and or arts areas. An analysis of the responses would be categorized to specific disciplines. Teachers would attend staff development workshops in order to develop MIAD course outline and syllabus according to the NJCCS. Committees would be created to schedule the MIAD classes. Bookliet would be created for students to take home to their parents to select the MIAD choice. In an outgoing process, the staff would be involved in the formal development of the MIAD syllabus of instruction. Each teacher is responsible for the writing of their particular MIAD strand of instruction. The Miad syllabus will address and show a direct relationship to the Core Curriculum and Workplace Readiness Standards and will contain a section on assessment strategies.